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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: (1) predicting kindergarten children's success with specific reading methods using group readiness tests; (2) the types of discourse included in basal reading programs and standardized reading tests; (3) the effects of direct teacher instruction on selected anaphora processing skills of fourth grade readers; (4) the impact of the Exemplary Center for Reading Instruction (ECRI) method on reading achievement; (6) parents' performance, knowledge, and opinion when reading to children; (7) story comprehension as a result of story telling and dramatization; (8) the influence of multigrade grouping on elementary school student achievement in reading and mathematics; (9) the effects of a cloze training procedure upon third grade students' reading comprehension; and (10) functional M-space and dual processing in beginning reading. (MM)

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Abstracts of the following dissertations are included in this collection:

Ames, Jimmy R.
PREDICTING KINDERGARTEN CHILDREN'S SUCCESS WITH SPECIFIC READING METHODS USING GROUP READINESS TESTS

Benen, Elaine Carol
THE EFFECT OF THE BENEN READING SKILLS INSTRUCTIONAL APPROACH TO THE READING ACHIEVEMENT OF GIFTED FOURTH GRADERS

Deery, Brian Edward Wolfe
THE EFFECT OF PROJECT ADVENTURE ON SIXTH GRADER'S READING AND MATH SCORES, AND ITS RELATIONSHIP TO LOCUS OF CONTROL

Flood, Sharon Ryan
AN INVESTIGATION OF THE TYPES OF DISCOURSE INCLUDED IN BASAL READING PROGRAMS AND STANDARDIZED READING TESTS

Friedner, Audrey Carole
ROOTS OF AMERICAN READING INSTRUCTION: ANNOTATIONS AND ANALYSES OF THE NILA BANTON SMITH HISTORICAL COLLECTION IN READING 1640-1890

Guerin, Michael Edward
A STUDY OF THE EFFECTS OF DIRECT TEACHER INSTRUCTION ON SELECTED ANAPHORA PROCESSING SKILLS OF FOURTH GRADE READERS

Harpole, Jeanette Lundquist
RELATIONSHIP OF STUDENTS' READING ACHIEVEMENT GAINS TO KEY ELEMENTS OF THE PEGASUS-PACE READING PROGRAM AND TO SELECTED VARIABLES RELATED TO LEADERSHIP, TEACHERS, AND TIME

Huard, Susan Dudek
THE EFFECT OF GRAPHIC POST ORGANIZER TRAINING ON LEARNING FROM TEXT

Mandeville, Thomas Francis
THE EFFECTS OF TRANSFER OF LEARNING TECHNIQUES AMONG FOURTH GRADE CHILDREN: TWO READING COMPREHENSION INSTRUCTIONAL PROCEDURES

May, Claudia Anne
THE PROCESSING ABILITIES OF FIRST GRADE READERS AND THE INFLUENCE OF INSTRUCTIONAL CUE UPON THEIR WORD RECOGNITION ACCURACY AND MISCUES

Miller, Sandra Ann
THE EFFECT OF THE EXEMPLARY CENTER FOR READING INSTRUCTION METHOD ON READING ACHIEVEMENT

Milner, Sharon Carol
EFFECTS OF A CURRICULUM INTERVENTION PROGRAM USING FAIRY TALES ON PRESCHOOL CHILDREN'S EMPATHY LEVEL, READING READINESS, ORAL LANGUAGE DEVELOPMENT AND CONCEPT OF A STORY

Normand, Leah Jane
READING TO CHILDREN: PARENTS' PERFORMANCE, KNOWLEDGE, AND OPINION

Page, Anita
CHILDREN'S STORY COMPREHENSION AS A RESULT OF STORYTELLING AND STORY DRAMATIZATION: A STUDY OF THE CHILD AS SPECTATOR AND AS PARTICIPANT

Rule, Judy Gayle
EFFECTS OF MULTIGRADE GROUPING ON ELEMENTARY STUDENT ACHIEVEMENT IN READING AND MATHEMATICS

Seidman, Gary Michael
THE EFFECTS OF PREVIEWING AND THE STRUCTURED OVERVIEW ON THE COMPREHENSION OF SIXTH GRADE STUDENTS AS COMPARED TO READING WITHOUT ANY PRE-READING ACTIVITY

Winters, Joanne Marie
THE EFFECTS OF A CLOZE TRAINING PROCEDURE UPON THIRD GRADE STUDENTS' READING COMPREHENSION

Wyatt, Frank Leopold
FUNCTIONAL M-SPACE AND DUAL PROCESSING IN BEGINNING READING

PREDICTING KINDERGARTEN CHILDREN'S SUCCESS WITH SPECIFIC READING METHODS USING GROUP READINESS TESTS

Order No. DA8315675

AMES, JIMMY R., ED.D. *Oklahoma State University*, 1982. 76pp.

Scope of Study. The purpose of this dissertation was to identify a battery of group administered tests that would predict success with differentiated methods of initial reading instruction. The subtest scores from three readiness tests were used as independent variables to determine if there was a significant relationship between the scores on the pre-reading readiness variables and learning preference, auditory or visual, as measured by the *Ray Reading Methods Test*. A total of 21 subtests were administered to a sample population of 65 kindergarten students. Stepwise multiple regression was used to determine which independent variables contributed significantly to the prediction of the dependent variable and also to show their relationship to each other and their contribution to the regression equation.

Findings and Conclusions. All of the null hypotheses were rejected because there were independent variables which contributed significantly to the prediction of the dependent variables. Two of the independent variables, the Letter/Sound Correspondence subtest of the *Metropolitan Readiness Tests* Level I and the Learning Rate sul test of the *Murphy-Durrell Reading Readiness Analysis*, were significant predictors of both the visual and the auditory methods of reading instruction. These were labeled as good general predictors of reading readiness and adopted as level one of the predictive battery There were three other significant predictors for the visual method, Letter Names I from the *Murphy-Durrell Reading Readiness Analysis* and Visual Matching and Quantitative Language from the *Metropolitan Readiness Tests* Level I. The auditory method also had three significant predictors, Letter Names II and Phonemes II from the *Murphy-Durrell Reading Readiness Analysis* and Rhyming from the *Metropolitan Readiness Tests* Level II. These six independent variables were level two of the predictive battery. A predictive battery of eight group administered subtests were identified which will help the classroom teacher differentiate initial reading instruction based on the learning preference of the individual child.

THE EFFECT OF THE BENEN READING SKILLS INSTRUCTIONAL APPROACH TO THE READING ACHIEVEMENT OF GIFTED FOURTH GRADERS

Order No. DA8315041

BENEN, ELAINE CAROL, ED.D. *University of the Pacific*, 1982. 168pp. Chairperson: Dr. Dewey W. Chambers

Problem. From all of the findings gleaned from research and scholarly opinion dealing with gifted education, it seems desirable to have special programs for these students. However, contradictions have appeared among educators concerning programs for the gifted. Teaching specific skills and the relationship of these skills to test scores has not yet been established for gifted children. Research in this area is sparce.

Purpose. The purpose of the study is to investigate the effectiveness of the Benen Reading Skills Instructional Approach with gifted students to determine the desirability of special programs of this type for gifted students, and if such instruction increased the scores in vocabulary skills, comprehension skills, syllabication skills, sound discrimination skills and blending skills for these students.

Procedures. The research undertaken for this study utilized fourth grade gifted students found in ten gifted centers in Fairfax County Public Schools, Fairfax County, Virginia. Four schools were randomly selected from the ten gifted centers, two being assigned as control groups and two as experimental groups. Fifty-one students were in the control group and forty-nine were in the experimental group. Both groups received the Stanford Diagnostic Reading Test, Forms W and X as a pre-test and posttest. The two control groups were taught the traditional reading program by their classroom teacher. The two experimental groups were taught the BRSIA by their classroom teacher one period a day, five days a week, for the period of four weeks. The analysis of covariance procedures were used to measure gains in vocabulary achievement, comprehension achievement, syllabication achievement, sound discrimination achievement and blending achievement.

Conclusions. The experimental group had significantly higher gains than the control group on all five subtests of the Stanford Diagnostic Reading Test. The results revealed significant differences in achievement gains between the experimental and control groups at the .10 level of significance.

Recommendations. Further study is recommended in the field of reading programs for the gifted. It is also recommended that further research be performed to see what other diagnostic measures are available for testing gifted students. Other research studies in the field of reading programs for the gifted are recommended, such as using another trade book at the fourth grade level, research conducted using the same teacher from both the experimental and control groups, and longitudinal studies to note if gains made will last over a period of years.

THE EFFECT OF PROJECT ADVENTURE ON SIXTH GRADER'S READING AND MATH SCORES, AND ITS RELATIONSHIP TO LOCUS OF CONTROL

Order No. DA8314858

DEERY, BRIAN EDWARD WOLFE, PH.D. *Boston College*, 1983. 121pp. Director: Dr. John S. Dacey

The theoretical foundation of this study concerns affective objectives as they relate to educational objectives and their influence in the learning processes of reading and math. This study will ask three major questions: (1) Can participation in a ropes course significantly improve participant's scores in reading and math? (2) What is the relationship between performance in a ropes course and locus of control? and (3) What is the relationship between performance in a ropes course and "Peer Locus of Control"?

Experimental group students received a 10 week course in Project Adventure during which they participated in planned risk-taking activities. The control group was brought to the course only to participate in the initiation event, the Infinite Wall. The control group continued in the normal school curriculum; the experimental group attended Project Adventure in lieu of gym classes.

The sample for this investigation was drawn from the population of sixth grade students attending both public and parochial schools in the City of Peabody, Massachusetts. Students were measured, using the Project Adventure "Rating Scale" focusing on the variables of: Risk, Competence, Leadership, Cooperation and Self-Confidence, while encountering "The Infinite Wall" both before and after the Project Adventure course. Locus of control scores were obtained by administering the Nowicki-Strickland *Locus of Control Scale for Children*. Reading and mathematics scores were obtained from the *Intermediate Battery of the Metropolitan Achievement Tests*, routinely given in the Peabody school system. The "Peer Locus of Control" construct was obtained by using 8 related items form the *Locus of Control Inventory For Children*.

The conclusions of this study rest in the realm of recommendations for future research.

Project Adventure was an excellent example of an interdependent situation where students needed others to solve the problems confronting them. Future research should focus on this cooperative environment and examine the behaviors and strategies which may assist in the transference of affective skills to educational objectives when comparing cooperative and competitive environments.

AN INVESTIGATION OF THE TYPES OF DISCOURSE INCLUDED IN BASAL READING PROGRAMS AND STANDARDIZED READING TESTS

Order No. DA8319892

FLOOD, SHARON RYAN, ED.D. *Boston University School of Education*, 1983. 91pp. Major Professor: Stephan E. Ellenwood

Eight leading basal reading programs, approved for adoption in California public schools in 1983, were analyzed to determine the array of the types of writing included in the program from preprimers to second grade readers. The Teacher's Manuals were examined to determine whether provision was included for teaching children how to read a wide variety of discourse types. A third investigation was undertaken in this study to determine the array of discourse types in standardized reading tests and assessment tests included in the basal program.

Data indicated that the majority of selections in all of the readers were narrative materials (56%); poems accounted for 25% of the total selections, and exposition accounted for 15% of the total selections. However, an analysis of page allocation indicated narrative writings accounted for more than 80% of the total page allocation. Few differences by grade level or by individual programs, with the exception of one program, were found.

The Teacher's Manual of each of these programs provided little instruction for teaching children how to read various types of writing. The greatest percentage of suggestions were presented for reading narratives and almost no instructional suggestions were offered for teaching poetry.

An analysis of discourse types in standardized tests indicated two discrepancies between reading programs and standardized tests: (1) few "whole" texts were included in tests before the end of second grade, and (2) the discourse types were almost exclusively narrative. The analysis of the assessment tests within each of the programs indicated narrative materials were most often used for testing and the reading of poetry is never assessed.

ROOTS OF AMERICAN READING INSTRUCTION: ANNOTATIONS AND ANALYSES OF THE NILA BANTON SMITH HISTORICAL COLLECTION IN READING 1640-1890

Order No. DA8322477

FRIEDNER, AUDREY CAROLE, ED.D. *Hofstra University*, 1983. 287pp.

The major purpose of this study was to annotate approximately three hundred of the books in the Nila Banton Smith Historical Collection in Reading, beginning with the earliest books in the collection which date from the seventeenth century and concluding with books published in 1890. At this time, the earliest book in the collection is a facsimile of the Bay Psalm Book published in 1640. The entire collection consists of over one thousand books and will increase in size as additional books are added. Although the collection is divided into six historical periods from 1607 to 1935, annotations for this study cover the first three periods 1607 to 1776, 1777 to 1840, and 1841 to 1890.

Annotations are presented in relation to the history of American education and culture. The historical overview also serves as a frame of reference for understanding the instructional methods and content of the books which transmitted culture and educated youngsters to become participating citizens of a democracy.

The annotations note the contents and methods of instruction of each textbook and professional book contained in this segment of the collection. Each book has been summarized and evaluated with concrete statements based on the information in the books. The annotations make the usefulness of each book published from 1640 to 1890 clear to a scholar or researcher investigating an aspect of instructional reading methods or curriculum content. The annotations also serve as a guide for future annotations of other books in the collection.

Chronological periods are arbitrary divisions. Readers and professional textbooks about reading instruction in the collection show gradual changes in philosophy, objectives, and methodology in reading instruction through the three designated historical periods. The changes reflected successes and failures of techniques as well as responsiveness to natural demands.

The Nila Banton Smith Historical Collection in Reading is a valuable research resource. The annotations of the first three historical periods increase its usefulness. It is anticipated that the later periods will be annotated by future researchers in order to further enhance its value.

A STUDY OF THE EFFECTS OF DIRECT TEACHER INSTRUCTION ON SELECTED ANAPHORA PROCESSING SKILLS OF FOURTH GRADE READERS

Order No. DA8317397

GUERIN, MICHAEL EDWARD, PH.D. *University of Idaho*, 1983. 188pp.

The purpose of this study was to determine the effect instruction in anaphora processing skills has on fourth grade pupils ability to interpret such structures. Three treatments were employed: (1) a simulation method which presented the student with models of the syntactic and semantic behaviors characteristic of the anaphora processing act; (2) an inquiry method designed to create an awareness of the processes involved in comprehending anaphoric forms; and (3) a control group in which no special emphasis was placed on anaphora processing skills. These treatments were administered in ten instructional units of one-half each in length. Treatments were delivered in individual classrooms over a three week period. Regular classroom teachers used researcher-prepared materials, similar to and based upon those recommended by Guszak (1967), Hansen (1981), Herber and Nelson (1975), and Thomas (1978).

Fourth grade pupils in six elementary classrooms in a northern Idaho school district served as subjects for this study. Intact classrooms were used and treatments were randomly assigned to classroom units.

The subjects' skill in processing four selected anaphora structures involving the pronoun *it* was tested prior to and following the treatment period. An instrument adapted from a model employed originally by Barnitz (1978) was used for this purpose. This produced data which were analyzed using analysis of covariance with a pretreatment reading test (Comprehensive Test of Basic Skills, 1976) and the pretest anaphora processing scores as covariates. Three non-directional research hypotheses compared the effect of treatment with the effect of no treatment. As a result of the statistical analysis, each of these hypotheses were found to be tenable. The fourth non-directional hypothesis hypothesized that the four anaphora structures would be processed with the same degree of accuracy. While this hypothesis was found to be untenable (the easiest structure was processed more accurately), there was no treatment effect. That is, the results were consistent across groups.

RELATIONSHIP OF STUDENTS' READING ACHIEVEMENT GAINS TO KEY ELEMENTS OF THE PEGASUS-PACE READING PROGRAM AND TO SELECTED VARIABLES RELATED TO LEADERSHIP, TEACHERS, AND TIME

Order No. DA8314029

HARPOLE, JEANETTE LUNDQUIST, ED.D. *The University of Alabama*, 1982. 217pp.

The purpose of this study was to examine the relationship between students' gains on standardized reading tests and the use of the key elements of the PEGASUS-PACE Continuous Progress Reading Program. Locally developed by the Tuscaloosa City Schools, Tuscaloosa, Alabama, and nationally validated, this reading management system has been funded for national dissemination by the United States Department of Education's National Diffusion Network. The key elements are: (a) informal reading inventory, (b) diagnostic testing, (c) record keeping, (d) subgrouping for instruction, (e) resource file, and (f) staff development. In addition, variables related to leadership, teacher, longevity, and socioeconomic status were examined to determine their relationship to students' gains on standardized reading tests. Leadership variables included supportive and supervisory tasks. Teacher variables included involvement in the decision to use and attitudes toward the program.

Thirty-eight PEGASUS-PACE schools from Alabama, Georgia, Kansas, North Carolina, Ohio, and Texas participated in the study. Three hundred and fifty-five teachers completed questionnaires providing requested information. Principals submitted demographic data and number of years the program had been used. Multiple regression analysis was employed to analyze the relationship between student achievement gains on standardized reading tests and the independent variables. No statistically significant relationships were derived. The Pearson Product-Moment Correlation was used to measure the relationship among the independent variables. Several statistically significant but low order relationships were identified.

Several significant factors may have contributed to the results of the study. The number of participating schools was limited by the lack of availability of students' standardized reading achievement pretest and posttest scores. Process data were very difficult to collect and quantify. Identifying true implementation of the PEGASUS-PACE Reading Program was extremely hard to accomplish. The implications of this study deal with the importance of examining implementation of an innovation and the importance of leadership and staff development in the implementation of the PEGASUS-PACE Reading Program. Recommendations for further research emphasized identifying other key elements of the program and other aspects of leadership related to the program, improving ways of measuring implementation of the program, and conducting a longitudinal study.

THE EFFECT OF GRAPHIC POST ORGANIZER TRAINING ON LEARNING FROM TEXT

Order No. DA8314606

HUARD, SUSAN DUDEK, PH.D. *The University of Connecticut*, 1983. 168pp.

The purpose of this study was to examine the effect of graphic post organizer training upon learning from text ability. The sixth graders, who constituted the sample, were selected from a group of sixth graders demonstrating a weakness in understanding text organization. They were assigned to either the experimental group, which received graphic post organizer training, or the control group, which read the identical materials, but performed different activities. The passages utilized by both groups had been previously randomly selected from sixth grade texts.

Posttest measures included an individually devised graphic post organizer which was evaluated by a team of judges using a holistic scoring system. The other two posttest measures, a passage dependent recognition test and an unaided recall test, were administered twice: immediately after the instructional sessions were concluded, and again ten days later. A different group of raters scored the unaided recall protocols by comparing pausal units in the protocols to the original text.

The test data were analyzed using a t-test, a repeated measures multivariate analysis of covariance and a series of correlations to evaluate group and test differences. The t-test results favored the experimental group, indicating a significant difference between the two groups in the ability to graphically organize. However, the repeated measures multivariate analysis of covariance found no other significant differences between the experimental and control groups. In addition, no strong correlations between graphic post organizers and the other posttest measures were reported.

Therefore, three conclusions were drawn from the statistical analyses of the data: (1) it was possible to train students to graphically organize text materials; (2) teaching subjects to graphically organize did not appear to transfer and increase general learning from text ability; and (3) graphic post organizer scores did not correlate well with other posttest measures.

THE EFFECTS OF TRANSFER OF LEARNING TECHNIQUES AMONG FOURTH GRADE CHILDREN: TWO READING COMPREHENSION INSTRUCTIONAL PROCEDURES

Order No. DA8319640

MANDEVILLE, THOMAS FRANCIS, PH.D. *The University of Texas at Austin*, 1983. 139pp. Supervisor: Charles R. Kline, Jr.

Years of experimentation have produced techniques for maximizing transfer from new learning to later non-instructional tasks. These have most frequently been established in laboratories and seldom tested in classrooms. Six techniques, (1) similarity between the learning task and the transfer task; (2) using a variety of examples and applications; (3) labeling important concept features; (4) teaching underlying principles; (5) assuring original learning; and (6) reminding the learner to apply the learned knowledge--were selected to be tested in a classroom with a combination of two reading comprehension instructional procedures which have been successful for instruction but have failed to transfer on their own. The two instructional procedures were an inferential training procedure and a patterning of post-reading questions based on a map of the stories' structure.

This was an instructional intervention study with three between- and two within-subject variables. The 75 fourth graders were given (1) a pretest; (2) seven instructional stories; (3) an interim test; (4) five more instructional stories; (5) a post test; and (6) a two week delayed test. Data was gathered on third grade test story retellings.

Significant results were scattered and at times conflicting. Where they did occur the variable means were too small to be of generalizable importance. There was an emerging pattern suggesting that providing a variety of examples has more long term transfer effects and holds across a variety of transfer tasks. Providing a single type of example for training produces stronger and more lasting transfer to the same type of transfer tasks. Labeling and explaining the underlying principles of a strategy will help provide transfer on a short term basis. Providing, at the time of transfer, a reminder to use learned strategies helps to fill the void when other transfer techniques are not used in training. These patterns can not be generalized, nor be accepted as valid results until further research supports them.

THE PROCESSING ABILITIES OF FIRST GRADE READERS AND THE INFLUENCE OF INSTRUCTIONAL CUE UPON THEIR WORD RECOGNITION ACCURACY AND MISCUES

Order No. DA8321149

MAY, CLAUDIA ANNE, PH.D. *Kent State University*, 1983. 234pp. Director: Carl L. Rosen

Part 1 of this study explored processing abilities of first grade children instructed by a phonics approach. Through sentence oral reading tasks, word recognition accuracy and oral reading miscues were studied to obtain insights regarding proficiency and strategies utilized by these beginning readers when dealing with specific second grade target words. Part 2 explored effects of experimental treatments designed to supplement and/or expand students' decoding strategies.

The 90 subjects were grouped high, middle, and low by their performance on a norm-referenced comprehension subtest. The four intact classroom groups were then each assigned to a specific treatment. The control listened to children's stories. The treatment groups were randomly assigned to one of three instructional cues; grapho-phonemic cues, semantic cues available from sentence context, and multiple information cues emphasizing integration of grapho-phonemic information with semantic information. On four Wednesdays in April, 1981, the children read orally with the first three readings followed by a 30 minute instructional period conducted by the investigator. Accurate target word responses and oral reading errors on Days 1 and 4 were studied. Primary and combinatorial miscue analyses were used.

Results of Part 1 indicated that high reading ability subjects were more accurate in word recognition. In their miscues, they evidenced more attention to semantic and grammatic information to the point of error than did the lower two groups. All readers, however, evidenced at least emerging attention to multiple information sources. These findings were in agreement with those noted by other researchers and supportive of an interactive reading model. It was also noted that despite their heavy phonics instruction, these readers did not evidence high grapho-phonemic proximity in their miscues.

In Part 2, experimental treatment did not have significant effects upon dependent word recognition variables. Regular classroom instruction was most influential in determining word recognition accuracy and types of strategies used by these beginning readers.

THE EFFECT OF THE EXEMPLARY CENTER FOR READING INSTRUCTION METHOD ON READING ACHIEVEMENT

Order No. DA8315420

MILLER, SANDRA ANN, ED.D. *University of South Dakota*, 1983. 168pp.

Purpose. The purpose of this study was to investigate the effects of the use of the Exemplary Center for Reading Instruction (ECRI) method on the achievement of third through seventh graders in a rural setting in western Iowa. The achievement of students in vocabulary, reading, spelling, capitalization, punctuation, and usage was of primary concern.

Procedure. Sixty-eight subjects who attended Westfield Community School in Westfield, Iowa, during 1977-1981 were used in this study. Baseline data was collected for the two years preceding the intervention of the ECRI treatment program which was also in effect for two years.

The Iowa Test of Basic Skills (ITBS) was the instrument used to collect the achievement data. The effect due to the differences between sexes was studied. A Cognitive Abilities Test (CAT) was administered to determine the effect of the ECRI treatment with different cognitive ability levels. The proficiency tests aided in evaluating the teachers' teaching skills on the ECRI method. All teachers passed the proficiency tests.

A norm referenced evaluation model was employed to determine the gain scores due to treatment. These gain scores were calculated by employing normal curve equivalents (NCEs) units which were derived by subtracting the pretest NCE score (expected no-treatment performance) from the posttest NCE (observed post-treatment performance). A positive gain indicated an effective treatment. No gain indicated that students were unaffected by the treatment and a loss indicated negative results of the treatment.

Findings. The results indicated that the ECRI program overall was not effective. This was shown by a majority of negative scores in vocabulary, reading, and spelling subtests. The males benefited more from the program than the females. Results suggest that the program was more effective for lower than upper grades. The students above the median on the CAT had 67% of the NCE scores positive, indicating an effective treatment, while the students below had 31% positive. The method aided the students more in capitalization, punctuation, and usage subtests than in reading, vocabulary, and spelling.

Results of the teacher questionnaire indicated a majority liked the method and would continue to use some part of it.

EFFECTS OF A CURRICULUM INTERVENTION PROGRAM USING FAIRY TALES ON PRESCHOOL CHILDREN'S EMPATHY LEVEL, READING READINESS, ORAL LANGUAGE DEVELOPMENT AND CONCEPT OF A STORY

Order No. DA8313664

MILNER, SHARON CAROL, PH.D. *The University of Florida*, 1982. 176pp.
Chairperson: Linda Leonard Lamme

The purpose of this study was to investigate the effects of a curriculum intervention using fairy tales on preschool children's empathy level, reading readiness skills, oral language development and concept of a story.

The study involved 56 preschool children (aged three-five years) enrolled at Baby Gator Child Care Center, a day care center for children of students, staff and faculty of the University of Florida. Each child was pre and posttested by undergraduate students from the early childhood education department on the following instruments: (a) *Interpersonal Awareness Test*, (b) reading readiness subtest of the *Basic Schools Skills Inventory*, (c) and a storytelling measure.

An analysis of covariance was used to test for the effects of group, age and sex on most dependent variables. Fisher's Exact Test was used where the variables were dichotomous. The significance level was set at $\alpha = .05$.

An experimental curriculum was developed and implemented by a team of four teachers over an eight-week period. The curriculum consisted of a unit based on fairy tales in conjunction with related follow-up activities. The control group received their regular preschool curriculum.

The experimental curriculum had significant effects on empathy, syntactic maturity and the use of formal opening and number of characters mentioned in story retelling.

These results indicate that a curriculum unit based on fairy tales can have positive effects on young children's development. Implications for teachers and suggestions for future research are discussed.

READING TO CHILDREN: PARENTS' PERFORMANCE, KNOWLEDGE, AND OPINION

Order No. DA8314738

NORMAND, LEAH JANE, PH.D. *University of Georgia*, 1983. 120pp.
Director: George E. Mason

This study was conducted to determine what parents say they do when they read aloud to their children, what parents actually do when they read aloud to their children, and if what they say they do is actually reflected in the observation of their performance. Subjects for the study consisted of 36 volunteer parents who were observed reading to their children and who also completed the Self-rating Scale and 56 volunteer parents who only completed the Self-rating Scale.

Three instruments were used to collect data: (1) Observation Checklist of Parent-Child-Book Interaction, (2) A Self-rating Scale for Parent-Child-Book Interaction, and (3) anecdotal records. Each of the 36 volunteer parents was observed and tape-recorded reading aloud to his child or children. Each parent also completed the Self-rating Scale on 22 activities which might be performed in a story reading session. Both the parent and research engaged in a discussion about the story session.

The data were analyzed using chi square. The responses of the 36 parents on the Self-rating Scale were compared to their observed behaviors while reading aloud to their children. Also, the responses of the 36 observed parents were compared to the responses of the 56 parents who completed the questionnaire, but were not observed.

The findings indicated that what observed parents said they did was close to what they actually did. Parents provided affection, attention, and freedom for their children during story reading sessions. They appeared to be perceptive in helping their children to understand the story by asking questions and discussing pictures and text. It seemed that the 56 parents who completed the Self-rating Scale and knew that they would not be observed inflated their answers about activities which would reflect a positive view on them as parents.

The following recommendations were suggested to parent educators: parents should be encouraged to ask their children whether they liked the story and to give reasons for their answers, parents should be encouraged to have their children retell stories, and parents should be encouraged to ask prediction questions as the story progresses.

CHILDREN'S STORY COMPREHENSION AS A RESULT OF STORYTELLING AND STORY DRAMATIZATION: A STUDY OF THE CHILD AS SPECTATOR AND AS PARTICIPANT

Order No. DA8317447

PAGE, ANITA, ED.D. *University of Massachusetts*, 1983. 154pp.
Director: Professor Masha K. Rudman

The two dramatic techniques most frequently used in the elementary classroom are storytelling by the teacher and story dramatization by the children. The former is in the presentational mode, the latter in the participational mode. Little research has been done which clarifies the effect of these different modes on story comprehension. This study addresses the need for more research whose results could aid teachers to understand the specific pupil gains in comprehension through a participational or presentational approach and what kinds of stories lend themselves best to which mode.

An empirical study was implemented in which thirty-eight students in two elementary classes participated. To assess story comprehension, two randomly selected groups in grade 1 and in grade 2/3 received two sessions of alternating treatments of storytelling and story dramatization.

The study demonstrated that children are more engaged and involved through drama than through storytelling. First graders, and particularly students who read below grade level, achieved more overall comprehension through drama than through storytelling. Both activities are beneficial for recall of sequence, details and vocabulary comprehension. Certain types of descriptive details and words are better understood through storytelling, whereas enacted words and details are better apprehended through drama. Main idea, character motivation and identification are better achieved through drama; inference is better achieved through storytelling. The study also noted interaction between mode of encounter and the nature of the stories chosen, with regard to animal and human stories, level of moral development and thematic complexity.

Recommendations of the study include more specific use of the dramatic arts in the classroom, particularly for less gifted readers, as an integral part of the reading program. Future research should include formal observation of participant behavior as well as treatment sessions conducted by classroom teachers. The study concludes with recommendations for pre- and in-service training for language arts teachers in storytelling and story dramatization.

EFFECTS OF MULTIGRADE GROUPING ON ELEMENTARY STUDENT ACHIEVEMENT IN READING AND MATHEMATICS

Order No. DA8315672

RULE, JUDY GAYLE, ED.D. *Northern Arizona University*, 1983. 126pp. Adviser: Dr. Jim Davis

The purpose of this study was to investigate the effects of multigrade classes on student achievment in reading and mathematics. In addition, the achievement of students in differing ability groups and in the upper and lower grade level of a multigrade class was analyzed.

The sample comprised 3,360 students in grades three through six in twenty-eight schools in the Mesa Unified School District. All of the students had California Achievement Tests for the 1980-81 and 1981-82 school years. Students were in one of three groups: multigrade classes, single-grade classes in schools with multigrade classes, or in single-grade classes in schools without multigrade classes. Analyses included a one-way analysis of variance on achievement scores.

The results indicated one significant difference for reading with multigrade scores higher than single-grade, five significant differences for mathematics with single-grade scores higher than multigrade for four of the five analyses, and one significant difference for mathematics within the multigrade classes with the lower-grade scores higher than the upper-grade. More significant for practitioners were these implications: (1) Multigrade classes did not appear to affect reading achievement negatively. (2) Student mathematics achievement might be negatively affected by placement in multigrade classes. If using multigrade classes, teachers should pay particular attention to mathematics instruction. (3) The effects of multigrade classes at specific grades were inconclusive, though mathematics appeared to have been affected more negatively than was reading. (4) If using multigrade classes, the average/high placement appeared to be best for all grades for reading and for grades four, five, and six for mathematics. (5) The upper or lower grade assignment in a multigrade class did not appear to affect reading achievement; the lower grade assignment had a positive effect on mathematics achievement.

THE EFFECTS OF PREVIEWING AND THE STRUCTURED OVERVIEW ON THE COMPREHENSION OF SIXTH GRADE STUDENTS AS COMPARED TO READING WITHOUT ANY PRE-READING ACTIVITY

Order No. DA8310885

SEIDMAN, GARY MICHAEL, ED.D. *Hofstra University*, 1982. 97pp.

The purpose of this study was to examine the effects of previewing on the comprehension of sixth grade students compared to the structured overview and reading without any prereading activity. The sample consisted of eighty sixth grade students attending a large urban elementary school in New York City. Twenty-five students served as the control group, twenty-seven served as the previewing group, and twenty-eight served as the structured overview group. Heterogeneous grouping, determined on the basis of scores achieved on the New York City Reading Test, ensured an even distribution of reading levels in each of the three groups.

Students were randomly assigned to a control group, a previewing group, and a structured overview group. All subjects were pre-tested using a reading selection entitled "The Solar System" from *Be A Better Reader*, Level C. Ten questions located at the end of the article were used to measure reading comprehension.

Beginning the second session, and continuing for a period of five weeks (17 sessions), instruction relating to the assigned technique for the experimental groups was given by the researcher. Instruction focused on acquainting students with the specific technique to which they were assigned. The control group received the same preparatory directions as the two treatment groups, except that all references to pre-reading exercises were omitted.

During the eighth, and again on the last session, all groups were tested. The reading selections and comprehension questions were taken from *Be A Better Reader*, and were similar in format to those used for the pre-test. The comprehension responses were evaluated by the researcher and the three participating teachers.

Analysis of the pre-test data revealed that the means of the control and experimental groups were similar. An analysis of variance revealed no significance in mean scores among the groups on the midtest measure. Examination of posttest data revealed, however, that the groups were significantly different. Scheffé analysis indicated a significant difference in the scores obtained between the structured overview group and the control group, and between the previewing group and the control group. No significant difference was found between the structured overview group and the previewing group.

THE EFFECTS OF A CLOZE TRAINING PROCEDURE UPON THIRD GRADE STUDENTS' READING COMPREHENSION

Order No. DA8318915

WINTERS, JOANNE MARIE, PH.D. *University of Maryland*, 1982. 182pp. Supervisor: Dr. Linda Gambrell

The primary purpose of this investigation was to determine the effects of a cloze training procedure upon third grades students' reading comprehension. The investigation was designed to determine the effects of a cloze training procedure upon the following: (1) use of syntactic and semantic clues, (2) ability to refer back and look ahead in the text to obtain clues to meaning, and (3) attitudes toward completing cloze activities. An additional purpose was to determine the effectiveness of the cloze training procedure, both immediately after training and following a five week interval.

Sixty third grade students were randomly assigned to a cloze training group or a questioning group. Students in the cloze group received instruction designed to encourage referring back and looking ahead in a passage, with respect to deletions, to gain meaning clues. The questioning group read selections then answered, in writing, five teacher imposed questions. Social studies and science expository selections were used during the study. The cloze group received selections which contained deletions of words that had a clue to meaning coming either before, after, or both before and after a blank word in the passage. The questioning group read the same expository selections, however, they were unmutilated. All subjects participated in eight small group training sessions.

Assessment instruments used in the study were: a cloze test; the comprehension section of the Gates-MacGinitie Reading Test Level C, Form 1; and an attitude questionnaire. Findings indicate that there were no significant differences between the two training groups on immediate and delayed assessment of exact and appropriate responses on the cloze test or assessment of the comprehension

FUNCTIONAL M-SPACE AND DUAL PROCESSING IN BEGINNING READING

WYATT, FRANK LEOPOLD, PH.D. *University of Toronto (Canada)*, 1983.

Working memory, also referred to as M-space or functional span, is defined as the maximum number of items of information that one can hold in mind and use in the execution of a cognitive task. This concept has been useful in explaining individual differences among fluent readers. It was used in this study of beginning readers to examine the relationships between identification speed, reading strategies and performance on Word Decoding and Comprehension tasks.

When controlling for accuracy in identifying letter sounds and words it was found that beginning readers were able to succeed on (integrate and act out) most items within span (working memory) but failed on most items that were beyond span.

It was also suggested that the strategies of beginning readers, as indexed by type of oral reading error, would be affected by the match between the reader's span and the amount of information to be read. As the information load approached and exceeded span there was a significant decrease in the proportion of dual strategic errors and a corresponding increase in non-strategic errors.

Another hypothesis suggested that speed in identifying letter sounds and words would account for a significant portion of the variance in Decoding and Comprehension tasks. This hypothesis was confirmed with respect to Word Speed and Comprehension, but contrary to expectation, Letter Sound Span and not Letter Sound Speed accounted for some of the variance in Word Decoding. This outcome was considered to be primarily a function of differences in task demands and the subjects' familiarity with the items and operations involved.

A threshold level of Span for reading development was not found. However a word identification speed of about one second per item was found to discriminate poor from good readers and proved to be a very good predictor of reading performance over 2½ years.

A factor analysis of the fourteen variables revealed a general reading factor which was common to all the reading measures, but not to other developmental speed-span tasks.

Except for Letter Span and Age, no sex or age differences were found on the Speed, Span and Reading tasks.

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